



CHILD CARE AND DEVELOPMENT FUND PLAN

FOR

FFY 2006-2007

This Plan describes the CCDF program to be conducted by the State for the period 10/1/05 – 9/30/07. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.57 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 05-31-2006)



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AMENDMENTS LOG
Child Care and Development Services Plan for
For the period: 10/1/05 -- 9/30/07

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.



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- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.



PART 1

ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: **New Hampshire Dept. of Health and Human Services,
Division for Children, Youth and Families**

Address of Lead Agency: **129 Pleasant St. Concord, NH 03301**

Name and Title of the Lead Agency's Chief Executive Officer: **Nancy L. Rollins,
Director**

Phone Number: **603-271-4837**

Fax Number: **603-271-4729**

E-Mail Address: **nrollins@dhhs.state.nh.us**

Web Address for Lead Agency (if any): **www.dhhs.state.nh.us**

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF): **Margaret Leitch Copeland, Ed.D.**

Title of State Child Care Contact: **Administrator, Child Development Bureau**

Address: **129 Pleasant St. Concord, NH 03301**

Phone Number: **603- 271-8153**

Fax Number: **603-271-7982**

E-Mail Address: **mleitchc@dhhs.state.nh.us**

Phone Number for child care subsidy program information (for the public) (if any):

1-800-852-3345x4242

Web Address for child care subsidy program information (for the public) (if any):

http://www.dhhs.state.nh.us/DHHS/CDB/default.htm

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2005 through September 30, 2006. (§98.13(a))

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07



CCDF: **\$ 15,539,682**
Federal TANF Transfer to CCDF: **\$ 3,021,021**
Direct Federal TANF Spending on Child Care: **\$0**
State CCDF Maintenance of Effort Funds: **\$ 4,581,870**
State Matching Funds: **\$ 6,055,091**
Total Funds Available: **\$ 29,197,664**



1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): **\$ 1,230,789.70 (5%)**. (658E(c)(3), §§98.13(a), 98.52)

1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- ☐ Yes. Skip questions 1.6 and 1.7. Go to Section 1.8.
- X** No, and the following describes how the Lead Agency maintains overall control when services or activities are provided through other agencies: (658D(b)(1)(A), §98.11)

The agency will contract services and activities described in part 5. Contractors are monitored and evaluated on their performance measures quarterly. Each contractor has specific performance measures that ensure the program requirements are being met. Contractors are selected through a competitive bidding process for a 2 year cycle. If they achieve all performance measures and are able to continue to meet new state and federal requirements (Good Start, Grow Smart) they are renewed for a two year cycle.

1.6 Determining Eligibility

For child care services funded under §98.50 (e.g., certificates, vouchers, grants/contracts for slots based on individual eligibility), does the Lead Agency itself: (§98.11)

- Determine individual eligibility of non-TANF families?
 - X** Yes.
 - ☐ No. If no, identify the name and type of agency that determines eligibility of non-TANF families for child care:



- Determine individual eligibility of TANF families?
☒ Yes.
☐ No. If no, identify the name and type of agency that determines eligibility of TANF families for child care:

- Assist parents in locating child care?
☐ Yes.
☒ No. If no, identify the name and type of agency that assists parents:
Child Care Resource & Referral

- Make payments to providers and/or parents?
☒ Yes.
☐ No. If no, identify the name and type of agency that makes payments:

1.7 Non-Governmental Entities

Is any entity named in response to section 1.6 a non-governmental entity? (658D(b), §§98.10(a), 98.11(a))

- ☒ Yes, and the following entities named in 1.6 are non-governmental:
- ☐ No.

1.8 Use of Private Donated Funds

Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2) and (f)?

- ☐ Yes, The name and type of entity designated to receive private donated funds is:
Name:
Address:
Contact:
Type:
- ☒ No.



1.9 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.9.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☐ Yes, and:

() The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(%) Estimated % of the MOE requirement that will be met with pre-K expenditures.

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

X No

1.9.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☐ Yes, and

(%) Estimated % of the Matching Fund requirement that will be met with pre-K expenditures.

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

X No

1.9.3 If the State answered yes to 1.9.1 or 1.9.2, the following describes State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))



1.10 Improper Payments

1.10.1 How does the Lead Agency define improper payments?

Improper payments are defined as payments that should not have been made and payments that were made for the incorrect amount under statutory, contractual, administrative, or other legally applicable requirement.

Fraud is defined as intentional improper billing or payment.

1.10.2 Has your State developed strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

Developing a cross systems Improper Child Care Payments Committee (including Bureau of Integrity and Improvement, Special Investigations, DCYF Quality Assurance, Bureau of Child Care Licensing, Division of Family Assistance, and DCYF Child Development Bureau) to:

- A. Create a culture of accountability with internal agencies;
- B. Analyze program operations to determine where system has potential for improper payments (i.e. no longer pay unlicensed school-age child care program at licensed rate);
- C. Use and share relevant information across agencies within DHHS to prevent improper payments;
- D. Engage the child care community in preventing and reporting suspected fraud or improper payments;
- E. Hire Program Specialist III to work with child care community to prevent improper billing through training.

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes.

☐ No.



1.10.3 Has your State developed strategies to identify errors in the determination of client eligibility?

☒ Yes, and these strategies are:

A. Monitor 38 Contract Centers that determine eligibility;

B. Division of Family Assistance has hired a Program Specialist IV to identify and prevent errors in the determination of client eligibility.

☐ No. If no, are there plans underway to determine and implement such strategies?

☐ Yes.

☐ No.



PART 2 DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

- 2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). Indicate the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the participation of an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (5) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation	Coordination
• Representatives of local government	X *	X
• Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input type="checkbox"/>	<input type="checkbox"/>
• Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	X	X *
• State/Tribal agency (agencies) responsible for		
○ Public health	X	X *
○ Employment services / workforce development	X	X *
○ Public education	X	X *



	Consultation	Coordination
○ TANF	X	X *
○ State pre-kindergarten programs	<input type="checkbox"/>	<input type="checkbox"/>
○ Head Start programs	X	X
○ Programs that promote inclusion for children with special needs	X	X
• Other:	x	x

** Required.*

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts, if any. Descriptions must be provided for any consultation or coordination required by statute or regulation.

Agencies included in Plan development were:

- Local governments: The Child Care Coordinators from the cities of Manchester and Nashua were consulted.
- Other agencies providing child care: In October 2004, all licensed programs were surveyed to contribute to the Plan development (see appendix 3); the statewide Child Care Advisory Council discussed questions 2 and 3 and offered suggestions for Plan development.
- State Agencies:
 1. Public Health: Bureau of Maternal and Child Health represented on Child Care Advisory Council.
 2. Employment Services: New Hampshire Employment Program sponsored the public hearing in Littleton, NH.
 3. Public Education: the Dept of Education is represented on the Child Care Advisory Council.
 4. TANF is represented on the Child Care Advisory Council.
 5. Head Start: a Head Start director and the Head Start Collaboration Administrator serve on the Child Care Advisory Council.
 6. Programs that Promote Inclusion: Early Supports and Services and the Preschool Technical Assistance Network are represented on the Child Care Advisory Council.



7. Others: NH Legislature, University System of New Hampshire (Granite State College), the NH Community Technical College System, Early Learning New Hampshire, NH Association for the Education of Young Children, NH Community Loan Fund, NH Child Care Resource and Referral Network, NH Business and Industry Council all are represented on the Child Care Advisory Council.

2.1.2 State Plan for Early Childhood Program Coordination. Good Start, Grow Smart encourages States to develop a plan for coordination across early childhood programs. Indicate which of the following best describes the current status of the State's efforts in this area.

- ☒ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft is included as Appendix ____
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as Appendix ____
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as Appendix ____
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2004-2005 State Plan.

In NH, CCDF funds continue to support TANF families, low- income working families, children in protective and preventative care, and Head Start families needing more hours of care than Head Start can provide, promoting community among multiple settings. All of these are administered through the Division for Children, Youth, and Families with emphasis on both the well- being and development of young children, as well as the provision of support to their parents. Families are served at DHHS District Offices for many of these services. Within DHHS, there are many points of program coordination that continue to provide opportunities for collaboration:

- CDB has representation on the TANF hardship and advisory committees,



- CDB certifies providers to care for children in protective and preventative care
- CDB meets regularly with the Head Start Collaboration Administrator
- DFA/ TANF has representation on the NH Child Care Advisory Council
- Child Care, Adoption, and Foster Care State Office Staff meet regularly to assure that sufficient child care is available to foster and adoptive families.
- The Child Care Advisory Council has broad representation from many sectors of the early care and education community as well as in the health care community.

In addition to these efforts, NH began the development of the NH Early Learning Guidelines in July of 2003 by enacting a broad based task force of early childhood professionals. Shelia Skiffington from the Education Development Center in Newton, MA facilitates the Task Force. The work of the task force is inherently collaborative, with a steering committee comprised of the Child Development Bureau Administrator, the NH Head Start Collaboration Administrator, and the Early Childhood/Primary and Reading Specialist Consultant from the Department of Education. In October of 2005, this group will release the completed Early Learning Guidelines for NH; the intention is that this document will be a tool for fostering dialogue among and encouraging collaboration across early childhood programs in the State of NH.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

The entity that is responsible for ensuring coordination will be the NH Early Childhood Coordination Task Force. This task force, to be enacted in October of 2005 by the Division for Children, Youth, and Families, will be responsible for working to ensure that there is coordination across programs in the State of NH. All activities of the Task Force will be supported by CCDF. The Early Childhood Coordination Task Force will consist of representatives from:

- Head Start
- NH Dept. of Education
- University System of NH (ECE programs)
- Child Care Centers
- Family Child Care Programs
- Child Development Bureau
- Even Start



-
- NH Preschool Technical Assistance Network
 - NH Child Care Resource and Referral Network
 - Bureau of Child Care Licensing

Members inform their constituencies and professional organizations of developments.

Describe the **results** or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

The Early Childhood Coordination task force will meet six times per year to evaluate the progress made in coordinating and linking systems across early childhood programs. The Early Childhood Coordination task force will address the following issues: successfully implementing the NH Early Learning Guidelines in early childhood programs across the state, periodic revision of the Guidelines themselves, and will link these guidelines to the NH Early Childhood Professional Development Guide.

The expected results of the task force's work will be to improve coordination and communication across the field of early childhood in the State of NH. The NH Early Learning Guidelines themselves are viewed by the Department as a tool to catalyze discussion and create common language across parents, professionals, policy makers and advocates across the state, and so will be a cornerstone of the efforts to create coordination across systems during the two years.

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

Section 5 of this document discusses at length the ways in which the Lead Agency is working to support continued coordination across/ among programs. The dissemination, implementation, and revision process of the NH Early Learning Guidelines will be a project relegated to the NH Early Childhood Coordination Task Force.



This task force will work closely with the NH Early Childhood Professional Development Contractors and other individuals across the state to ensure that the state's credentialing system is effectively linked to the NH Early Learning Guidelines. Additionally, the NH Early Childhood Coordination Task Force will be responsible for soliciting input from representatives from all of the aforementioned agencies, and ensuring that all quality initiatives sponsored by the Department actively involve these agencies.

Changes across systems and coordination efforts are inevitable. The Lead Agency views the field of Early Childhood in the State of NH as one that is dynamic and constantly evolving and looks forward to input from the NH Early Childhood Coordination Task Force.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: February 1, 2005

Manner of notifying the public about the statewide hearing: Advertisement in the Manchester Union Leader.

February 17, 2005 announcement mailed to all licensed child care providers in NH.

Distributed at the Child Care Advisory Council Meeting on March 18, 2005. Announced in Child Care Resource and Referral newsletters at various times.

On Child Development Bureau Website beginning on April 6, 2005.

Date(s) of public hearing(s): Listed in Appendix (4)

Hearing site(s): Listed in Appendix (4)

How the content of the plan was made available to the public in advance of the public hearing(s): The content of the draft plan was made available on the web on March 24, 2005 and given to the NH Child Care Advisory Council on March 1, 2005. The Child Care Advisory Council endorsed the Plan unanimously on June 17, 2005.

Over 100 parents and early childhood professionals attended Plan Hearing statewide and made comments. Others wrote their comments for the record.

A brief summary of the public comments from this process is included as Appendix 8.



2.3 Public-Private Partnerships

Describe (1) the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, and (2) the results or expected results of these activities. (658D(b)(1), §98.16(d))

Staff Development Partnership: The Division for Children, Youth and Families (DCYF) contracts with NFI North, Inc. to create the Staff Development Partnership (SDP), DCYF's staff training unit, which provides training for DCYF staff and providers in the community. The SDP also produces the annual DCYF Conference for staff, providers and other professionals working with or for families of New Hampshire. In addition to honoring two child care professionals, there are workshops at each conference of interest to the child care community. The Child Care Training Specialist has been funded through the SDP. The Child Care Training Specialist organizes and facilitates training for the child care community. These trainings range from two-hour workshops to week-long graduate seminars, as well as serving on the conference committee for the annual DCYF Conference. This person also disseminates information to the child care community through mass mailings containing pertinent information for those in the child care field. The Child Care Training Specialist also serves on a variety of committees geared toward the enhancement of quality of child care in New Hampshire. The Child Care Training Specialist serves as a bridge between the Child Development Bureau and the Staff Development Partnership.

The Trainer, Mentor, Monitor Coordinator is also funded through the Staff Development Partnership. This position of Trainer, Mentor, Monitor includes training the CCR&R agencies in the use of NACCRRAware, the national resource and referral software utilized for collecting data and making referrals. The Trainer, Mentor, Monitor maintains and provides service for the NACCRRAware software. The Trainer, Mentor, Monitor also monitors the contracts of each CCR&R agency and mentors the agencies in meeting the goals to maintain contractual compliance. The Trainer, Mentor, Monitor attends a monthly meeting of the NHCCR&R Network to facilitate communication between the State and the CCR&R agencies.

A part-time school-age child care coordinator position is included in this contract to increase the capacity and improve the quality of school-age child care in New Hampshire.



PART 3

CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:
(1) a description of the form of the certificate (98.16(k));

When a client is determined eligible to receive child care assistance, a Notice of Decision is automatically generated and sent to the client stating that they are eligible for assistance and the period of time this eligibility covers; the Notice of Decision is sent to the provider after the child/provider link is established.

- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and

When the parent(s) receives their Notice of Decision they can obtain services from the provider of their choice.

- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the mix of §98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

Parents are informed about the child care services and options available to them by either the Department's District Office staff or contract agencies at their time of application. Approximately 8 % of families choose in-home care; 30 % choose family child care and 62 % choose center-based care. About 72% of families use licensed care.



3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- ☒ Yes, and the following describes the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

The Department of Health and Human Services has agreements with child care centers Statewide to provide comprehensive child care services to eligible families. Some of these centers also administer a family child care network. To become a contract agency, the center must identify a need in the community, maintain eligibility for the families and agree to serve at least twelve (12) children receiving CCDF scholarship.

☐ No

3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

- ☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

In-home child care providers are required by RSA 170:e-3 to undergo a background check, which includes both criminal records, and a check against the State of NH Central Registry for Founded Cases of Child Abuse and Neglect.

These are requirements per NH state law (RSA 170e) requiring any child care provider receiving state money to undergo background checks.

In-home child care providers must:

- 1 Be 16 years of age or older
- 2 Not reside in the family's house
- 3 Not be a parent of a child for whom he/she is providing care

☐ No



3.1.4 Are all of the child care services described in 3.1.1 above (including certificates) offered throughout the State? (658E(a), §98.16(g)(3))

- ☒ Yes
☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as Appendix 5.

The attached payment rates were or will be effective as of July 1, 2005.

The following is a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: Data Collection completed July 2004, Report Submitted January 2005. (§98.43(b)(2))
- A link to the Market Rate Survey Report is provided as Appendix 6 & 7 and on the website (www.dhhs.state.nh.us/DHHS/CDB/default.htm)
- How the payment rates are adequate to ensure equal access based on the results of the above noted local market rate survey (i.e., the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

The State increased the payment rates by ten percent (10%) on October 1, 1998. The previous payment rates were based on a market rate survey conducted December 1994. The State established an eligibility increase on January 1, 1999, of 190% of the federal poverty level. The Department's rate was raised 5% January 1, 2000 retroactive to July 1, 1999. The Department's rate was again increased 5% September 1, 2000. This reflects a 10% increase over 13 months. The Department's top rate prior to July 1, 1999 was \$26.20 per day. The



Department's current top rate is \$30.35 per day, reflecting a 5% increase. Another 5% increase will go into effect on July 1, 2006.

The Department completed a Market Rate Survey July 2004. The survey was a census survey with an 80% return that determined the distribution of daily and hourly rates charged for child care for specific categories of care and age groups. The categories of Non-Contract/Licensed Child Care and Contract Child Care statewide were surveyed. Within these categories, child care centers, family child care home and school age child care were surveyed. Age segments surveyed within these categories were infant, toddler, pre-school, kindergarten and school-age care. This report also surveyed regional rate variations across the state, the educational level of child care staff, turnover within category, and benefits available to child care staff. Results from the survey will be used to develop strategies designed to ensure that families who are eligible for child care scholarships have equal access to comparable child care provided to children whose families are not eligible for child care scholarship.

In spring 2005, the Child Development Bureau initiated the RFP process for the Market Rate Survey contract.

- Additional facts that the Lead Agency relies on to determine that its payment rates ensure equal access include: (§98.43(d))

In the Fall of 2003, the Director of DCYF appointed a Task Force to study and make recommendations about whether or not New Hampshire should adopt regional rates for child care scholarships or maintain its statewide rate system. This Task Force completed its work and recommended that the Dept. continue with a statewide child care rate.

- If the payment rates do not reflect individual rates for the full range of providers - center-based, group home, family and in-home care -- explain how the choice of the full range of providers is made available to parents.
- At what percentile of the current Market Rate Survey is the State rate ceiling set? If it varies across categories of care, please describe. **48% ile.**



- 3.3.2 How does the Lead Agency define “income” for the purposes of eligibility? Is any income deducted or excluded from total family income, for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments? Is the income of all family members included, or is the income of certain family members living in the household excluded? Please describe and/or include information as *Appendix ____*. (§§98.16(g)(5), 98.20(b))

Income is defined as the total monthly monies received before taxes and other deductions. Count all types of income within the assistance group when determining eligibility levels except for the following:

- i) Any income of grandparents when three generations live in one household
- ii) Any income of a non-parent specified legal guardian who is the child(ren)’s caretaker.
- iii) Foster care payments.
- iv) Adoption subsidies.
- v) Americorp, VISTA income
- vi) Earned income from a dependent child who is a full-time student attending primary or secondary school or it’s equivalent.
- vii) Educational assistance, student loans or scholarships used for educational expenses.

Included in the assistance group if living in the same household are

- i) All children who have a biological, foster, step, adoptive, or legal guardian relationship, and
- ii) Their biological, foster, step, adoptive parents or legal guardians.

- 3.3.3 Has the Lead Agency established additional eligibility conditions or priority rules, for example, income limits that vary in different parts of the State, special eligibility for families receiving TANF, or eligibility that differs for families that include a child with special needs? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

X Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

Families leaving TANF financial assistance due to increased earnings or increased hours of employment are eligible to maintain on Step 1 child



care for up to one year. Families that are eligible recipients of Category Needy Medical Assistance will receive Step 1 child care as long as they remain CAT Needy Medicaid eligibility.

☐ No

- 3.3.4 Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))
- X Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

Children who are involved in a founded case of Abuse/Neglect through the State of NH, DCYF

☐ No

☐ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

- 3.3.5 Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

X Yes, and the upper age is 17.

☐ No

- 3.3.6 Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

X Yes, and the upper age is 21.

☐ No



3.3.7 Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

X Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)

☐ No

3.3.8 Does the State choose to provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

X Yes

☐ No

3.4 Priorities for Serving Children and Families

3.4.1 Describe how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. Terms must be defined in Appendix 2. (658E(c)(3)(B))

To date, all families who have applied for CCDF scholarship and have been determined eligible according to DHHS child care eligibility rules, have received scholarship and there has been no need for a waiting list.

3.4.2 Describe how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

DHHS currently gives priority to families who are receiving TANF, those transitioning off of TANF and those at risk of becoming dependent on TANF by accepting them before other eligible families except for instances where other children in a family are already receiving services such that their family's continued participation is required.



3.4.3 Does the Lead Agency maintain a waiting list?

- ☐ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?
- X No. If no, does the Lead Agency serve all eligible families that apply?
- X Yes
- ☐ No

Are there other ways that the Lead Agency addresses situations in which funding is not sufficient to serve all families that are technically eligible under State policies? If so, describe.

3.5 Sliding Fee Scale for Child Care Services

3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as Appendix 5.

The attached fee scale was or will be effective as of July 1, 2005.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☐ Yes, and the following describes any additional factors that will be used:

X No

3.5.2 Is the sliding fee scale provided in the Appendix in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

X Yes

☐ No, and other scale(s) and their effective date(s) are provided as Attachment ____.



3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$16,090.

3.5.4

The Lead Agency must elect ONE of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- X SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families: Those families receiving TANF, protective or preventative assistance are not required to pay a fee.

3.5.4 Does the Lead Agency have a policy that prohibits a child care provider from charging families any unsubsidized portion of the provider's normal fees (in addition to the contributions discussed in 3.5.1)? (§98.43(b)(3))

☐ Yes. Please describe:

X No.

3.5.5 The following is an explanation of how the co-payments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

The parent is required to make a \$.25 per week co-payment for Step 2 and a \$.50 per week co-payment for Step 3, per child, on the sliding fee scale (Appendix 5).

Providers require an additional co-payment.



PART 4 PROCESSES WITH PARENTS

4.1 Application Process/ Parental Choice

4.1.1 The following describes the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). If the process varies for families based on eligibility category, for instance, TANF versus non-TANF, please describe. The description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- Who makes the eligibility determination
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Parents are informed about the child care services and options available to them by either the Department's District Office staff or contract agencies at their time of application, or they are referred to the local child care Resource and Referral agency.

To apply for child care services, a parent must:

1. Request child care in writing;
2. Participate in a face-to-face eligibility interview;
3. Provide required verification to establish eligibility; and
4. Supply the name, address, age, cost of care and telephone number of each non-contract provider and state whether the provider has a license or, if not, that the provider is exempt from licensing.

District Office or contract agency staff will determine eligibility and send a Notice of Decision to the applicants and provider when the link is established. Decisions are made within 30 days. New Hampshire Employment Program and/



or the Division of Family Assistance will notify participants regarding eligibility decisions.

New Hampshire Employment Program informs parents about the exception to individual penalties.

Services can begin as soon as the application is complete if need be.

Eligibility is determined for six-month periods, unless family circumstances change rendering the family ineligible. The Division of Family Assistance is in the process of changing their rules to make re-determination at the 6 month period a paper process so that families will not have to leave work to have their child care scholarships continued. They will return to the District Office for face to face redetermination at the 12 month interval. In the case of Medicaid and child care only cases eligibility is determined yearly.

The Child Development Bureau is sensitive to potential barriers families face in applying and/or continuing eligibility for child care scholarships. To address this concern, we have taken part in select initiatives to address specific pieces of the process.

The State of New Hampshire, Child Development Bureau has thirty-six contract child care agencies strategically located throughout New Hampshire. These agencies are able to determine eligibility for child care subsidies and open a child care only case. Many of these agencies are located in areas without a district office located in their communities.

For families using non-contract licensed providers, or license-exempt providers, a visit to the District Office is still required to determine eligibility.

When the decision is made to become involved in a New Hampshire family's life due to a child protection issue, providing child care as a support mechanism is often of paramount importance. The Child Development Bureau works closely with the Child Protective Social Workers, other community agencies, Foster Parents, and Adoptive Parents to be quickly responsive to requests for new child care opportunities, resulting in 375 certified child care providers.

- 4.1.2 The following is a detailed description of how the State ensures that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.



Parents are informed of a panoply of child care options by District Office staff and Child Care Resource and Referral staff, including in-home providers, family and group homes, center-based and school-age programs in their communities, many of which are faith-based. Sometimes providers include a statement of faith in their marketing. All Resource and Referral agencies can query NACCRRAware to find faith-based programs for parents under the field “activities,” which includes religious curriculum. The choice of auspice is up to the parent; many choose a family member, friend or neighbor who may belong to the same faith community.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

The Office of Program Support, Bureau of Child Care Licensing investigates complaints against licensed child care agencies and investigates complaints of illegal, unlicensed child care agencies by sending a licensing coordinator to do an on-site visit, if the allegation is a violation of a critical rule; non-critical rule violation allegations are dealt with by telephone. Complaints may be filed by parents, staff, neighbors, social service agencies, law enforcement or other individuals or organizations. A Statement of Findings is completed for every substantiated complaint against a licensed child care agency. Statements of Findings detail the violations found and are available to the public upon request from the Bureau of Child Care Licensing

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

The NH Child Care Agency Licensing Rules States “Child Care Agencies shall not prohibit parents of enrolled children from unannounced access to their child during all hours of operation. This shall include the observation of their child while the child is involved in daily activities with other children and their caregivers.” Also, at the time of application, the parent is given the Child Care Services brochure, which list a



series of questions to ask when interviewing a potential provider, and one of the suggestions is, “Be sure the provider will allow access to your child at all times”.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: Division of Family Assistance.

- "appropriate child care": means the child care provider is open for the hours and days the parent would need child care in order to comply with work requirements; is able and willing to provide child care services including any special needs of the child(ren); is either licensed or license exempt for the appropriate age group in accordance with RSA 170E; and the care provided is representative of the quality of child care provided to other child(ren) in the community.
- "reasonable distance": means the distance of the available child care provider from the individual's residence and then to their work activity, is not substantially greater than the distance that others living in the same town or city would travel for child care services and then to their work activity.
- "unsuitability of informal child care": means that the child care provider is licensed-exempt and was not able to successfully pass the background check required in RSA 170E:7 related to state registry and criminal records check. Or the child care provider was not able to meet the conditions specified in Employment-related Child Care Program Rules HEC6910.05(d)(13).



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- "affordable child care arrangements": affordable child care arrangements ensure equal access and can be maintained without undue financial hardship to the family.



PART 5

ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; and describes the expected results of the activities.

Infants and toddlers: In January, 2000 the NH Infant/Toddler Task Force convened for the first time to make recommendations to the Child Development Bureau about the utilization of the CCDF funds earmarked for the improvement of the quality of NH infant/toddler care. Task Force members included practitioners and DHHS staff with expertise in direct care or in knowledge of the need for child care to support Welfare Reform. While initially described as meeting for a short-term, time-limited period, the Task Force has become indispensable in the Child Development Bureau's planning and will continue to meet and advise for the foreseeable future.

The Infant/Toddler Task Force chose to address both the issues of capacity building and improvement of quality when it designed an application for center directors and lead infant/toddler teachers to attend the Wheelock College graduate seminar. The first seminar was held in Waterville Valley, NH in August 2000. There have since been six more such seminars.

Initially, applicants who agreed to increase their capacity by four babies were eligible to attend and to receive up to \$4,000 in equipment grants to improve their environments after the course. An average of 30 people from child care centers and family child care programs have attended each course, and most were eligible to receive the equipment grants. Each class reconvenes four months after each perspective seminar to show slides and describe the changes they had made to their programs.

The Task Force has since amended criteria to include programs agreeing to enhance the quality of their program. Programs have always been required to be serving children under the age of 36 months.



The Task Force has been adamant that at least two of the participants attend from every county, with greater representation from urban areas. Each county in New Hampshire has been represented.

As a result of feedback from a survey sent out recently to all past seminar participants, an annual day of training was held on January 25, 2003, focusing on *Infant and Toddler Curriculum*, included six hours of training on various curriculum topics, each participant received learning materials for infant and toddlers. A second Infant/Toddler Curriculum Day was held January 30, 2004; a third was held January 29, 2005. If funds remain available, this curriculum day will be held annually. The CDB is committed to collaborating with fellow bureaus and the community for consultation and presentation. This training not only enhances the learning from the infant and toddler seminar “Establishing and Assuring Excellence in Infant & Toddler Planning,” it also renews enthusiasm among those who care for our youngest NH residents.

Although the infant/toddler funds clearly helped increase the capacity of infant care throughout NH, the Task Force believes there should be other means of offering infant/toddler training to a wider group of people. Therefore, scholarships for infant and toddler caregivers are available for infant/toddler courses at the campuses of the Community Technical Colleges and Granite State College (formerly known as the College for Lifelong Learning). This option has also been very well received and will likely be continued if the funds allows.

The Infant and Toddler Task Force will continue to meet and make recommendations on future earmarks. The Task Force itself continues to grow in size and enthusiasm; the Child Development Bureau is grateful for their continuing support and encouragement.

Child Care Resource and Referral services: Child Care Resource and Referral services continue to be provided by the ten agencies selected to serve the district office catchment areas in New Hampshire. They are as follows:

- 1) Berlin/Littleton area by Berlin Community Technical College.
- 2) Claremont area by Claremont 21st Century.
- 3) Concord area by Easter Seals.
- 4) Keene area by Southwestern Community Services.
- 5) Conway area by Lakes Region Community Services Council.
- 6) Rochester area by Strafford County Head Start.
- 7) Manchester area by Easter Seals.
- 8) Nashua area by Southeast Regional Educational Service Center.
- 9) Laconia area by Lakes Region Community Services Council.



10) Salem/Portsmouth area by Rockingham Community Action Program.

All ten agencies provide the following core services in their communities: consumer education about the availability of child care assistance with parent/provider issues, technical assistance to existing providers, and a child care database using NACCRRAware. This database is maintained by the CCR&R Trainer, Mentor, Monitor who acts as the database administrator for the State of NH.

Each of the Resource and Referral agencies continue to maintain a presence in their respective District Offices to assist families using DHHS services with their child care issues. The Resource and Referral agencies are staffed with credentialed child care specialists who will be available to answer parent and provider questions. There is no charge to consumers for these services.

All contracted CCR&R agencies submitted applications for Quality Assurance during the 2004 calendar year. Quality Assurance is an accreditation process for Child Care Resource and Referral agencies achieved through NACCRR and Child Care Aware. Validation is anticipated to be received during the first six months of 2005. The Quality Assurance Program (co-sponsored by NACCRR and the ACF's Child Care Aware program) ensures that all agencies are providing services that are of the highest caliber for Child Care Resource and Referral.

School-age child care: An RFP will be issued to solicit proposals for the development of licensed school age child care programs in three targeted counties; Coos County, Carroll County, Sullivan County, and other areas.

The Contractor will:

- a. Develop new licensed school age child care resources to fill the unmet needs in targeted areas, including but not limited to care during non-traditional hours;
- b. Develop new licensed school age child care resources to meet the needs of families living at or below the 190% federal poverty level.
- c. Demonstrate that the development meets the service needs of parents and children in the targeted area;
- d. Provide funding that assists new or expanded licensed school age child care program development in the targeted area;
- e. Provide technical assistance to ensure a needs-based program is developed and can be sustained once Start-up/Seed Grant terminates.



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- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds):

\$ 1,167,906



5.1.3 Check either "Yes" or "No" for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

	Yes	No
• Comprehensive consumer education	X	<input type="checkbox"/>
• Grants or loans to providers to assist in meeting State and local standards	X	<input type="checkbox"/>
• Monitoring compliance with licensing and regulatory requirements	X	<input type="checkbox"/>
• Professional development, including training, education, and technical assistance	X	<input type="checkbox"/>
• Improving salaries and other compensation for child care providers	X	<input type="checkbox"/>
• Activities in support of early language, literacy, pre-reading, and early math concepts development	X	<input type="checkbox"/>
• Activities to promote inclusive child care	X	<input type="checkbox"/>
• Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	X	<input type="checkbox"/>
• Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))	X	<input type="checkbox"/>

5.1.4 Describe each activity that is checked "Yes" above, identify the entity(ies) providing the activity, and describe the expected results of the activity.

Comprehensive consumer education: The Bureau will provide Statewide resources, materials, and education to consumers of child care services and will work directly



with each District Office and Employment Security Office through the State, ensuring that families have the necessary resources in their child care selection process.

The Bureau supports a clearinghouse for child care related resources and information. The Family Resource Connection is used as the Bureau's clearinghouse for dissemination of information to providers, consumers, parents, Resource and Referral agents, and the general public. The clearinghouse staff is located at the NH State Library and has access to the universal library system. This is a jointly funded project, which is supported by the NH Department of Education, the Division for Children, Youth and Families' Staff Development Unit, the Child Development Bureau, and the Division of Developmental Services, Early Supports and Services Bureau (Part C funds). The resources are provided to users free-of-charge by dialing a 1-800 telephone number to access a researcher within the clearing house, who will in turn mail relevant information directly to the caller. Consumers are also able to access information from the Child Development Bureau's web site at:

<http://www.dhhs.state.nh.us/DHHS/CDB/default.htm>

Resource and Referral Programs: 10 resource and referral programs are funded to provide parent support services in securing appropriate child care. These ten agencies are: 1) Berlin Community Technical College to serve the Berlin/Littleton area, 2) Claremont 21st Century to serve the Claremont area, 3) Easter Seals to serve the Concord area, 4) Southwestern Community Services to serve the Keene area, 5) Lakes Region Community Services Council to serve the Conway area, 6) Strafford County Head Start to serve the Rochester area, 7) Easter Seals to serve the Manchester area, 8) Southeast Regional Educational Service Center to serve the Nashua area, 9) Lakes Region Community Services Council to serve the Laconia area, and 10) Rockingham Community Action Program to serve the Salem and Portsmouth areas.

All 10 agencies provide the following core services in their communities: consumer education about the availability of child care assistance with parent/provider issues, technical assistance to existing providers, criteria for selecting child care, and development of a child care database using NACCRRAware, to be provided by the Bureau. The Resource and Referral agencies all have a presence in their respective District Offices to assist families using DHHS services with their child care issues. The Resource and Referral agencies are staffed with credentialed child care specialists who will be available to answer parent and provider questions.

All Resource and Referral services are provided to consumers free of charge. In addition to the provision of core services, the CCR&R continue to collect and disseminate (as appropriate) information on the saturation of the child care market in the State of NH as well as recruitment and retention data. CCR&R agencies also work



with local, regional and statewide organizations to expand their services whenever possible.

Grants or loans to providers to assist in meeting State and local standards:

Quality funds are also allocated to provide start-up grants for school-age programs through the contractor. The Community Loan Fund administers DHHS loan monies to assist providers in meeting standards. Infant/Toddler Grants are available to seminar participants.

Training and technical assistance: Funds are provided for regional statewide workshops/conferences for child care providers, both licensed and licensed-exempt. These workshops/conferences are designed to be responsive to locally identified child care training needs.

As part of our outreach the Child Development Bureau sends information packets three times a year to all licensed child care programs, including Family Child Care.

These packets include announcements of training opportunities, services, and other information pertinent to the child care community.

Trainings such as Sleep Safety, Medication Administration, and Water Safety may be included.

The CDB continues to collaborate with Early Childhood Education professional and advocacy organizations such as New Hampshire Child Care Advisory Council, New Hampshire Association for the Education of Young Children, Early Learning New Hampshire, Alliance for Better Child Care, and NH Child Advocacy Network.

Compensation for child care providers: A reimbursement rate that is \$4.00 a day above the normal scholarship rate is available to child care providers who serve children with disabilities. DHHS will consider a similar 2nd and 3rd shift differential.

If funds allow in the future, DHHS would like to offer both portable and direct funding to child care providers.

Monitoring of compliance with licensing and regulatory reimbursement

requirements: The Office of Program Support, Bureau of Child Care Licensing (BCCL) conducts monitoring visits a minimum of once yearly during the child care agency's licensing period. At least one such visit during the licensing period is unannounced. If the child care agency is found not to be in compliance with the statute or the rules, a corrective action plan is requested. Failure to submit an



acceptable plan can result in license suspension, revocation and/or administrative fine not to exceed \$2,000.00.

In our commitment to collaboration with the Bureau of Child Care Licensing, the CDB offers Water Safety training through the contract with NFI North, Inc., to support BCCL Child Care rule He-C 4002.31.

Additionally, CCDF funds contribute to the BCCL budget.

The department conducts investigations of any complaint of licensing violations and any report of incorrect or fraudulent billing. Collateral contacts are made when there is indication of payment discrepancy or provider/recipient fraud. The Department of Health and Human Services, Office of Special Investigations takes legal action in a court of jurisdiction or enters into a legal agreement to correct or abate any infraction.

Child Development Bureau rules require that grantees (contracted child care agencies which receive CCDF monies) be monitored at least once every contract cycle. A requisite sample size of at least 25% of cases for which the agency received payment during a given month is completed at each monitoring visit. The monitoring activities include on-site visits to review agency billing practices and compliance with the federal and state regulations that include the following:

- review of eligibility determinations
- verification of parent employment or participation in training or education and
- parents income level

Professional development, including training, education, and technical assistance:

The Child Development Bureau seeks to offer training to early childhood professionals at all stages of career development, and to recognize and celebrate their development. Training contracts with the Bureau emphasize the NH Early Childhood Career Development System and the credentialing process. Every effort will be made to create a seamless system for providers seeking to enter the informal training system and advance through the formal college system. Ten community-based Child Care Resource and Referral (CCRR) agencies have contracted to provide trainings specific to the Core Knowledge areas, as described in the NH ECE Professional Development System Handbook, to parents and providers throughout New Hampshire updated in 2004. NH ECE Professional Development will publish the 3rd Edition in October 2005, which will include the Early Learning Guidelines. The CCRR's also collaborate with other agencies to provide First Aid and CPR training, to provide support for inclusion of children with disabilities and to encourage child care providers to begin their college careers.



License-Exempt Provider Appreciation Days: Due to the popularity of provider appreciation days among license-exempt providers who care for children receiving CCDF scholarship, the Child Development Bureau and the Child Care Resource and Referral agencies will offer two of these days in both 2006 and 2007. Training and materials will be made available to providers, with emphasis on health, safety, first aid, CPR and medication administration. Information on licensing will be discussed in both English and Spanish.

College Scholarships: The Bureau also offers scholarships for two and four-year colleges in their early childhood programs through contracts with the New Hampshire Community Technical College System and Granite State College (formerly known as the College for Lifelong Learning).

In an effort to train, retain and renew the leadership of the early care and education community, the Bureau continues to offer credit-bearing seminars to meet identified needs.

Renewal Day for Family Child Care Providers and Teachers of 3-5 year olds: Based on input from seasoned teachers and family child care providers who have completed their early childhood college coursework (credentialed at Center Based Lead Teacher Levels 2-4, or Family Child Care Master Levels 2-4) and have at least 5 years of experience in the classroom or in family child care, there appears to be a dearth of appropriate professional development opportunities to meet their needs in the community. Therefore, the CDB will sponsor a day of 6 hours of in-service training on curriculum development for 3 to 5 year old children. Like the Infant/ Toddler Curriculum Day, participants will receive state of the art learning materials to take back to their programs to enhance their own emerging curriculum development, as well as copies of the NH Early Learning Guidelines for reference. They will also have opportunities to network with other professionals who are at a similar stage of professional development.

Early Childhood Leadership: Recognizing the success of the CDB undergraduate tuition assistance in early childhood education, the Bureau continues to foster the support the advancement of education for our early childhood professionals. We continue to encourage and support the masters degree program but without CCDF Funding. The CDB anticipates the August 2005 graduation of the first NH Cohort of the Wheelock Early Care and Education masters program. In nurturing these future leaders of the NH ECE profession, the CDB looks to impact the quality of training, mentoring and direction within a variety of ECE systems. A second cohort will begin in September 2005.



The CDB also supports conferences that focus on leadership, specifically the NHAEYC Administrator's Conference held each Spring.

Credentialing: The Bureau contracts with a part-time person to continue to work with early childhood professionals to assist in the application process and to receive their credentials. Credentials will be awarded annually at the Celebration of Early Childhood Professionals during the Week of the Young Child, as well as being mailed out during the rest of the year.

QUEST Center: The QUEST (Quality Using Education, Support and Training) Center is the hub of professional development in NH. Early childhood professionals and collaborators use it weekly.

QUEST Job Bank: Provides a virtual job bank for early childhood opportunities throughout the state. The job bank provides a resource for employers to place job announcements and a place for early childhood professionals find out what positions are available. This is a unique service to the NH early childhood education community. Every effort will be made to ensure the postings contained within the job bank are accessible through the NHCCR&R Network website when appropriate.

Improving salaries and other compensation for child care providers

Second and Third Shift and Weekend Child Care: Recent studies recognize the dearth of licensed child care available during second and third shifts and on weekends in NH, despite the fact that the hospitality, outlets and retail, ski, medical, manufacturing and other industries offer employment for families using CCDF scholarships during these times. The 2003 NH Market Rate Survey indicated an increase in the number of child care providers who have children in care during second and third shift and on weekends. Child care resource and referral agencies continue to work with the Child Development Bureau to develop child care opportunities to meet the needs of those needing 2nd and 3rd shift care if funding becomes available. The Child Development Bureau will consider a differentiated rate of \$4 for child care reimbursement specifically designed to address these needs that are identified as the hours between 6PM and 6AM, weekends and holidays.

Child Development Bureau on the DHHS Website: The Department of Health and Human Services' website remains consistent with all State of New Hampshire's websites. Included is a mini-site with Child Development Bureau information that provides consumers with information on: About Us, Contact Information, Eligibility, FAQ, Laws-Rules-Policies, and Library. Consumers can also contact us daily via e-



mail for requests through this CDB mini-website. (See:
www.dhhs.state.nh.us/DHHS/CDB/default.htm)

The CDB Mission Statement, CCAC meeting dates and minutes, CCDF Scholarship billing forms, the RFP's, Market Rate Surveys, and the EC Professional Development System Guide are available to the public on the DHHS website.

DHHS Child Care Web Application: DHHS has designed and developed a child care billing web application. This child care web application is one of the initial web transaction-based applications for DHHS. Currently DHHS has approximately 3000 enrolled child care providers who could benefit from this application allowing child care providers to bill via the web is an opportunity to expedite child care payment processing and improve the relationship between child care providers and DHHS. Providers will be paid more timely due to reimbursement turnaround improvement. Communication will be improved and providers will have more information about invoice errors and their resolution, as well as payment history and calculated rates.

The child care web application includes modules to allow web invoicing for DHHS childcare providers. The application includes: online Provider Invoice screen, Identification of claims errors at input, Provider claim history view, and Provider reports.

The Child Care Provider Invoice Screen will allow child care providers to create authenticated web invoices within the DHHS child care website. Providers will complete weekly invoices indicating daily attendance hours. The web application will then calculate and display the total hours. Claim error messages will display when a provider attempts to bill for an unauthorized, or previously paid day or time.

The Provider Claim History Module will allow authenticated providers to view their claims history. In addition to being able to view historical invoices paid, the provider will be able to view the status of pending invoices.

The Provider Report Module will display report information to providers. This module will allow the creation, display and printing of child care provider reports.

Web billing increases accuracy, accountability, timeliness and effectiveness of operations. This application greatly reduces provider invoice errors, the time currently spent investigating these errors, and the number of associated provider support calls. Providers will volunteer for web billing.



Activities in support of early language, literacy, pre-reading, and early math concepts development

School Transition Initiative: The New Hampshire Head Start-State Collaboration Office has implemented initiatives to transition parents and their children from early care and education programs to the public schools. A transition conference will be held in the fall of 2005, focusing on building and enhancing partnerships between families, early childhood educators, public schools and Head Start. The Child Development Bureau serves on the planning committee for the conference. The goal of successful transition partnerships is to improve learning outcomes for children and to reduce barriers to parent involvement in their child's school.

Activities to promote inclusive childcare

Child Care Inclusion: The Department contracts with the Preschool Technical Assistance Network (PTAN) to support the inclusion of children with special needs in early care and education settings statewide. PTAN provides training and technical assistance to all legally operating child care providers, works closely with resource and referral agencies and all contractors working to provide training and education to the early care and education community to integrate training, and include parents as full collaborators in inclusion. Focus has been on increasing the retention rates and lowering the expulsion rates of children from child care.

Spanish Initiatives: The CDB is aware that there is a growing community of NH families and providers who speak Spanish. The CDB has decided that it is very important to reach this community and has begun efforts to reach out to providers and families whose primary language is Spanish. In addition to our ongoing collaboration with the Bureau of Minority Health, the CDB also provides assistance in Spanish to those who need our services. There are numerous opportunities for parents and providers to attending training in Spanish at the Manchester Resource and Referral agency.

Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children

Safe Sleep Training: Training will be held October 27, 2005 to provide education to community members, families and child care providers, to increase awareness of safety regarding sleeping infants, such as, asphyxiation, bed-sharing, and SIDS. Issues including liability and guidelines on how to respond to specific concerns will also be discussed.



Medication Administration: Through collaboration with the Bureau of Maternal and Child Health Section, Child Development Bureau, and Child Care Resource & Referral agencies and other concerned entities, a statewide training on Medication Administration will be provided for center and home based early care and education programs.

Other quality activities that increase parental choice, and improve the quality and availability of childcare. (§98.51(a)(1) and (2))

Accreditation Incentive: Currently the Child Development Bureau/NH Accreditation project will pay the fees for Accreditation by one of three organizations: NAEYC for center based programs, NAFCC for family child care providers, and NAA for after school child care programs. Additionally, the Child Development Bureau will pay the yearly annual report fees if the requesting program has a minimum of one child receiving CCDF scholarship enrolled.

In 2002, the New Hampshire Quality Task Force endorsed yearly Quality Awards for programs that are accredited. These have been 10% of the total CCDF scholarship amounts received by the program in the previous calendar year. The Child Development Bureau continues to be committed to the quality awards and will base the awards on funds available in upcoming years.

Quality checks are awarded at the annual early childhood celebration that is held during the Week of the Young Child.

Child Care Full-day Reimbursement Initiative: Licensed providers are compensated for a full-day provision of care when accepting Head Start children for the non-Head Start part of the day. This enables Head Start children and their families to access child care that is consistent and safe. The initiative prevents multiple transitions for children potentially at risk. To improve the quality of child care provided, Head Start has agreed through a Memorandum of Agreement, to provide training to these providers.

Child Care Payments Improvements: The Child Development Bureau (CDB) develops and coordinates child care business operations, education, and communication to support responsive customer service for child care providers, parents and DHHS staff.

CDB child care payment responsibilities include the improvement of the child care reimbursement system (Bridges), child care policy development and the management



of the NH child care payment support center. In FY 2004, the CDB responded to over 12,031 child care payment and eligibility inquiries.

The CDB provides analysis and swift solutions to provider claim errors and payment delays. It also offers ongoing training and technical assistance services to child care providers, parents and family service specialists who determine child care eligibility

Electronic Funds Transfer (EFT): New Hampshire's weekly child care reimbursement system is paperbound, labor intensive, time-consuming and laden with provider invoice errors and payment delays. The Child Development Bureau is initiating several large-scale efforts to expand its electronic management information systems to fix these problems and to reduce operating expenses. These efforts include Web Invoicing, Electronic Document Access and Electronic Funds Transfer (EFT) for all child care providers.

EFT is a technological vehicle that will replace the mailing of paper checks to child care providers with an immediate, safe, secure, and efficient and less expensive funds transfer system. EFT, while not the single key to better payment administration will reduce the number of lost or forged checks, improve the efficiency and timeliness the payment process, make it easier for child care providers to receive their child care scholarship reimbursements and reduce state expenses for processing weekly child care payment and remittance advice. Providers will volunteer for EFT.

5.1.5 Is any entity identified in sections 5.1.1 or 5.1.4 a non-governmental entity?

X Yes, the following entities named in this part are non-governmental:
Name:
Type:



Claremont School District, [21 C Project]
College for Lifelong Learning
Easter Seals
Family Resource Connection
Families Matter in Carroll County
Lakes Region Community Services Council
Margorie Moreau
Michael Kalinowski
Nashua Area Child Care Resource and Referral
NFI North, Inc.
NH Community Technical College System
Rockingham Community Action
Southeastern Regional Education Services Center
Southwestern Community Services
Strafford County Child Care Resource and Referral
Susan Gimilaro

☐ No.



5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 Status of Voluntary Guidelines for Early Learning. Indicate which of the following best describes the current status of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and early math concepts for three to five year-olds.

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- X **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: October, 2005
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as Attachment _____
- ☐ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts that may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as Attachment _____
- ☐ **Revising.** A State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as Attachment _____
- ☐ **Other (describe):**

Describe the progress made by the State in developing voluntary guidelines for early learning since the date of submission of the 2004-2005 State Plan.

New Hampshire began the development of the NH Early Learning Guidelines in July of 2003 by enacting a broad based task force of early childhood professionals. The Task Force is facilitated by Sheila Skiffington from the Education Development Center in Newton, MA. The NH Early Learning Guidelines Task Force is now more than halfway through its two- year project of



developing guidelines that are appropriate for young children aged birth through entrance into kindergarten.

Leaders of this team include the Administrator for the Child Development Bureau, the Head Start State Collaboration Administrator, and the Early Childhood/ Primary Consultant and Reading Specialist for the Department of Education. The task force consists of early childhood professionals from across the State of NH from a variety of venues, including higher education, family and center- based programs, early intervention, family support, and various policy groups. The group meets six times a year, with additional meetings held by the core writing team. Additionally, the steering committee and core writing team seek periodic input from the NH Child Care Advisory Council and the NH State Board of Education during the drafting process. Task Force members are encouraged to share all drafts and planning processes with their individual groups and stakeholders.

The draft of the guidelines will be complete no later than the summer of 2005. At the time of completion, the Task Force will work with the Child Care Resource and Referral programs across the state to provide an opportunity for public comment on the Guidelines. The document itself includes seven specified content areas (see 5.2.2), as well as a comprehensive list of resources for parents and families, providers, policymakers, and community members. The document also explores the various facets of and theories about a young child's development and learning process.

If developed, are the guidelines aligned with K-12 content standards?

☒ Yes. If yes, describe.
☐ No.

In July of 2003, a broad based task force of early childhood education professionals was convened by the Director of the Division for Children, Youth, and Families, to develop NH's Early Learning Guidelines. The steering committee for this task force was comprised of the Administrator of the Child Development Bureau, the Head Start Collaboration Administrator, and Early Childhood/ Primary and Reading Specialist Consultant from the Department of Education. The Task Force is facilitated by a consultant from the Education Development Center in Newton, MA. The steering committee has established that a major goal of the NH Early Learning Guidelines would be to match up with the NH Department of Education's K-12 Curriculum Frameworks.



However, as early childhood educators, we believe that early learning occurs across the learning domains, and that curriculum need be developed according to developmentally appropriate practice, and should attend to the individual needs of the child in care. Therefore, the guidelines match up with the NH K-12 Curriculum Frameworks where appropriate to the learning goals and philosophy developed by the ELG Task Force and guided by the steering committee.

Please attach a copy of the guidelines. If the guidelines are available on the web, provide the appropriate Web site address:

5.2.2 Domains of Voluntary Guidelines for Early Learning. Do the guidelines address language, literacy, pre-reading, and early math concepts?

☒ Yes
☐ No

Do the guidelines address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

☒ Yes. If yes, describe.
☐ No

The guidelines have articulated seven guiding questions that are intended to address the major milestones of a young child's developmental process. The task force acknowledges that the domains of learning that are intended to address the various aspects of a young child's learning process are interrelated, and the guiding questions are formulated to attend to this fact. The domains addressed within the document include literacy, pre- reading, and early math concepts, as well as other equally important domains. The guiding questions and domains are as follows:

- *Creative Expression/ Aesthetic Development:* How do young children express creativity and experience beauty?
- *Social Emotional Development:* How do young children develop an understanding of themselves and others?
- *Communication and Literacy Development:* How do young children learn to express themselves and communicate with others?



- *Physical Development*: How do young children use their bodies to explore and experience?
- *Cognitive Development*: How do young children develop an understanding of how the world works?
- *Approaches to Learning*: What strategies do young children use to solve problems?
- *Health*: How do young children develop safe and healthy behaviors?

Have guidelines been developed for children in age groups not specifically included in *Good Start, Grow Smart* (children other than those aged three to five)?

X Yes. If yes, describe.
☐ No

Guidelines are written for children from birth through entrance into kindergarten. Each guiding question articulates indicators of progress for infants and toddlers, and preschoolers separately.

5.2.3 Implementation of Voluntary Guidelines for Early Learning. Describe the process the State used or expects to use in **implementing** its early learning guidelines. How are (or will) community, cultural, linguistic and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation? Materials developed to support implementation of the guidelines are included as Appendix 9.

On Tuesday, June 28, 2005, the Task Force members will partner with the CCR&R agencies across the state to provide residents with the opportunity for public comment on the early learning guidelines. The Task Force facilitator has developed a power point that will be given to all task force members as a tool to use during the outreach period. After all commentary has been collected and analyzed, the document will be published, with an anticipated release date of Fall 2005.

The Early Learning Guidelines Task Force acknowledges that these guidelines are a tool to be used in supporting those who work with, care for and are invested in the well being and positive development of NH's young children. It is with this purpose in mind that the Task Force has crafted a document that is both relevant and accessible to the diverse child care settings in NH. Likewise, the Task Force



has attended to the variety of cultural, linguistic, community, and individual needs of those who are invested in the lives of NH's young children. Implementation of the Guidelines will reflect this attention in several ways.

The Task Force members will serve as trainers of the ELG's, and will train early childhood professionals, parents and others in the State of NH on the proper use of the guidelines with various caregivers. Likewise, the Task Force members will work with the Child Care Resource and Referral programs to hold a "train the trainer" series so that early childhood professionals in the State of NH who are credentialed at the Trainer, Mentor, Faculty Level I will be adequately equipped to train those who work with and care for young children in the State of NH on appropriate use of the guidelines.

Copies of the guidelines will be readily available at CCR&R agencies, the Child Development Bureau, the Bureau of Child Care Licensing, at the ECE programs at the colleges and universities across the state, and at other locations as deemed appropriate. The copies will be distributed free of charge.

5.2.4 Assessment of Voluntary Guidelines for Early Learning. As applicable, describe the State's plan for **assessing** the effectiveness and/or implementation of the guidelines. Written reports of these efforts are included as Attachment ____

At this point in time, the steering committee and the Task Force have not yet developed a concrete strategy for assessing the effectiveness guidelines, although the period given for public comment will be one modality through which initial assessment will be given.

In October of 2005, the Department will convene the Early Childhood Coordination Task Force (see also section 2.1.2) to conduct a formal review of the effectiveness of the Guidelines in assisting early childhood educators, parents, community members, policy makers, and advocates in their efforts to assist young children in making progress in learning. Part of this review will consist of reviewing input from all persons who have received a copy of the Guidelines. This input will be collected via a self-addressed, stamped feedback form that will be enclosed in each copy of the Guidelines.

In addition to the survey, the Task Force members will periodically solicit feedback from persons utilizing the guidelines within each district office



catchment area. The NH Child Care Resource and Referral Network will assist in this process.

It is critical to the success of NH's young children that the Guidelines are not only reflective of the progress that young children make in their developmental process, but also of the environments, cultures, and needs that are specific to the children and families in the State of NH. Therefore, the work of the Early Childhood Coordination task force on assessing and revising the guidelines will be driven from this perspective.

5.2.5 State Plans for Professional Development. Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education.

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft is included as Attachment _____
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as Attachment _____
- X **Implementing.** A plan has been written and is now in the process of being implemented. The *NH Early Childhood Professional Development System Guide to Early Childhood Careers* is only available in hard copy; it is a 123 page monograph, available upon request.
- ☐ **Other (describe):**

Describe the progress made by the State in a plan for professional development since the date of submission of the 2004-2005 State Plan.

The State of NH's Child Development Bureau has made significant progress in the implementation of the Professional Development Plan since the submission of the 2004-2005 plan. The 2nd Edition of this plan, the State's EC Professional Development System (hereafter referred to as the ECPDS) (see attached) was released in the fall of 2003. The ECPDS was revised to increase the number of hours of in-service training required at the highest levels of certification (Trainer, Mentor, Faculty Levels Three and Four), a family child care Trainer, Mentor, Faculty credential was added and the contact information of all agencies pertinent to ECE in the State of NH listed in the ECPDS was updated.



Several graduate cohorts have begun across the state, and the Child Development Bureau continues to coordinate with all possible programs. The ECPDS book is made available to all graduate and undergraduate cohorts.

As the NH Early Learning Guidelines Task Force completes its work in developing the NH Early Learning Guidelines, the Child Development Bureau has begun work to link this document with its with the ECPDS. This work is anticipated to be completed in the Fall of 2005.

If your State has developed a plan for professional development, does the plan include:	Yes	No
A link to Early Learning Guidelines	X	<input type="checkbox"/>
Continuum of training and education to form a career path	X	<input type="checkbox"/>
Articulation from one type of training to the next	X	<input type="checkbox"/>
Quality assurance through approval of trainers	X	<input type="checkbox"/>
Quality assurance through approval of training content	X	<input type="checkbox"/>
A system to track practitioners' training	X	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	X	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g. infant and toddler credential, directors' credential, etc.)	X	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	X	<input type="checkbox"/>

For each Yes response, reference the page(s) in the plan and briefly describe the Lead Agency's efforts.

In 2003, New Hampshire published the Revised (2nd edition) Early Childhood Professional Development System Guide to Early Childhood Careers (attached). The ECPDS is slated to be revised beginning in the Fall of 2005 to create the 3rd



edition. The 3rd edition will be linked to the NH Early Learning Guidelines, slated for publication in October 2005. The revision process will be a collaborative process, and the Child Development Bureau has secured the technical assistance of NCCIC to enhance this linkage.

The State of NH's EC Professional Development System states "Our Career Lattices were developed with the philosophy that the best source for learning about the early childhood field is through coordinated formal training programs, either at the community level or at the higher education level." This comprehensive Guide includes Career Lattices and Job Descriptions for both center and family child care professionals, a section on 12 Core Knowledge Areas, Recommended Salaries, Career Opportunities, Resources for Training, Education and Financial Assistance, the 'Application for Early Childhood Credentials', and an updated list of CCR&R Agencies in the State of NH as well as other community training resources.

In 2002, space was made available on the State Office Park South campus near the DHHS offices for and Early Childhood Professional Development Center. The QUEST (Quality Using Education, Support and Training) Center's Mission Statement is: To Promote and Advance the Early Childhood Profession in New Hampshire. The QUEST center continues, at this time, to be a hub for the 10,000 member early care and education workforce.

New Hampshire's Professional Development System begins at the pre-credential level for 16 year olds who are doing entry level child care and camp counseling and continues through the doctoral level. There are five credentials with four levels per credential. The Lead Agency continues to maintain a commitment to providing and/ or sponsoring training and educational opportunities in New Hampshire at every level, many of which are funded either wholly, or in part by CCDF.

A goal of the NH Professional Development System is to assure that a continuum of appropriate opportunities are available to providers statewide at all levels of professional development; 16 Vocational Technical High School Early Childhood Education Programs prepare practitioners for the Child Care Assistant credential; 10 Child Care Resource and Referral programs offer basic workshops in all of the Core Knowledge areas defined by the Professional Development System; these workshops are required for the Child Care Assistant credential. In addition to this, there are eight Community Technical Colleges as well as several private two-year colleges offer certificates and associates degrees in Early Childhood Education to prepare students for the Associate



Teacher, Lead Teacher and Directors Credential; six state and private colleges offer bachelors' degrees which satisfy the credential requirements for Lead Teachers, Directors and Trainer, Mentor, Faculty professionals. NH also offers a number of graduate programs.

Southern New Hampshire University offers a master's program in early childhood education. Wheelock College offered a weekend, cohort model with a Masters' Degree in Early Care and Education program in 2003 to 2005. A similar program is planned for 2006. Plymouth is offering a master's program in Early Childhood Education. The University of New Hampshire offers Masters and doctoral programs in early childhood education and ECE with Special Needs. In addition, the CDB contracts with Wheelock College to offer undergraduate/graduate seminars in NH at least once a year. CCDF funds are used to fund all the Resource and Referral Child Care Basics and Beyond the Basics workshops. At local 2 & 4 year colleges, CCDF pays for the provider's first early childhood course and after that pays half the tuition for early childhood courses. Contracts with the CDB emphasize collaboration between Child Care Resource and Referral agencies, local 2 & 4 year colleges, and the Bureau of Child Care Licensing to assure alignment of offerings and reduce duplication of requirements so that students are not "repeating coursework in which they are already capable," as the Guide states.

To maintain an early childhood credential, a provider must document the six hours of in-service training per year required by the DHHS Bureau of Child Care Licensing, plus an additional six hours of in-service training per year at the Trainer, Mentor, Faculty Levels three and four. The Resource and Referral Agencies provide many workshops throughout New Hampshire, which are used to meet in-service training mandates.

In order to meet the needs of rural and geographically distant providers needing college credits, on-line courses are becoming increasingly popular. The 2001 NH Child Care Market Rate Survey found that the vast majority of the child care workforce has access to the technology needed to participate and it is anticipated that these courses will proliferate. CCDF scholarship funds are being used to support these courses. College courses are increasingly offered at convenient locations and times to meet the needs of the workforce rather than in traditional semester, campus formats.

Currently, there are 24 members of the NH Early Childhood Senior Mentor Corps, some of who are retired and others are experienced volunteers. They mentor directors who are struggling with the myriad demands of offering services



and wanting to improve their programs. These services are free and the demand for mentors is growing.

Finally, the Lead Agency continues to reach out to family, friend and neighbor caregivers (defined as License Exempt providers) who accept CCDF scholarship, with an annual License Exempt provider appreciation day, at which time, providers receive four hours of in-service training, developmentally appropriate curriculum/ materials, and have an opportunity to network with other providers, Bureau members, and the CCR&R agencies across the state. The bureau also offers these providers the opportunity, upon enrollment, to give their contact information to the local CCR&R agencies.

For each No response, indicate whether the Lead Agency intends to incorporate these components.

Are the opportunities available:	Yes	No
Statewide	X	<input type="checkbox"/>
To Center-based Child Care Providers	X	<input type="checkbox"/>
To Group Home Providers	X	<input type="checkbox"/>
To Family Home Providers	X	<input type="checkbox"/>
To In-Home Providers	X	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

The ECPDS contains a section, Section Four, entitled ‘Core Knowledge Areas’. This section addresses the identified core knowledge areas in which ECE professionals are encouraged to become proficient. Training in these areas is required at every level of the Career Lattice in order to receive a credential, and professionals are encouraged not to duplicate areas of training. The core knowledge areas are defined in the ECPDS (see Appendix for detail), and are as follows:

1. Foundations of ECE



2. Child Growth and Development
3. Curriculum for Early Care and Education
4. Health, Safety and Nutrition in Early Childhood
5. Child Observation, Record Keeping, and Assessment
6. Creating Environments for Young Children
7. Child Guidance and Discipline
8. Cultural Diversity
9. Children with Special Needs
10. Family and Community Relationships
11. Professionalism and Professional Development
12. Administration and Supervision

The content of trainings in these areas are included in the ECPDS Guide, and address the necessary fundamentals of teaching early language and literacy, pre-reading and math concepts development in a developmentally appropriate manner. In addition to this, the program and teacher standards upheld and promoted by the ECPDS will be linked to the NH Early Learning Guidelines, a document that, upon release, will provide child outcomes for identified early childhood learning domains. These domains are inclusive of, but are not limited to the aforementioned content areas.

Are program or provider-level incentives offered to encourage provider training and education?

X Yes. Describe, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

On most weekday evenings in New Hampshire, over 100 child care providers are involved in CCDF funded community training, two and four year college courses or on-line courses.

By April 2005 the Lead Agency anticipates about 600 early education professionals will have achieved their credentials. As a financial incentive for providers to achieve higher credentials, the Henry Morgan Award was created in memory of a Children's Champion and business mentor, to be awarded at the annual Celebration of Early Childhood Professionals during the national Week of the Young Child. At this celebration, traditionally both the Governor and the Commissioner of DHHS present credentials and awards which in itself is an incentive.



For those providers whose life experience duplicates college course work, a course is available at the College for Lifelong Learning where participants learn to prepare documents to apply for transcribed credit to be awarded through a portfolio evaluation process. CCDF funds have been used both for the course and for the evaluation fees.

Programs, which have participated in the Infant/Toddler Seminar through Wheelock College, have also received equipment grants to improve their infant/toddler environments.

☐ No. If no, is there any plan to offer incentives to encourage provider training and education?

What are the expected **outcomes** of the State's professional development plan and efforts to improve the skills of child care providers? As applicable, how does (or will) the State assess the effectiveness of its plan and efforts? If so, how does (or will) the State use assessment to help shape its professional development plan and training/education for child care providers?

The anticipated outcomes of the State of NH's ECPDS are numerous. The Lead Agency identifies the primary goal as the development of a skilled professional early childhood workforce. There are a number of supports and linkages in place throughout the ECPDS, from tuition assistance to mentoring, to ensure that this occurs across the spectrum of early childhood professionals in the State of NH. In addition to this outcome, as the Lead Agency, the Child Development Bureau recognizes that Early Childhood is a fluid field, and the ECPDS identifies that fluidity as integral to the success of the system.

Major outcomes of this system are identified as:

1. Opportunities to develop knowledge and skills
2. Preparation for different roles
3. Mobility to other positions and levels
4. Links to benefits and increased compensation
5. Access to education and financial assistance to pursue academic courses and degrees
6. Professional recognition
7. Multiple routes to employment and advancement



8. Increased effectiveness in caring for children

The ECPDS in NH is not wholly encompassed within the Career Lattice guide, but, rather, is a culmination of all aforementioned activities and supports developed by the Lead Agency and executed in coordination with other state, local, regional and community agencies. All activities and supports are developed as part of a comprehensive structure to support the achievement of the above stated outcomes.

The State of NH's Child Development Bureau convenes an ECPDS Group every two years to revise the ECPDS Guide to Early Childhood Careers, and to evaluate the effectiveness of the current career lattice, to revise the career lattice to ensure it is current, and to set broad goals for the ECPDS in NH. The manifestation of this meeting is a revised edition of the ECPDS Career Lattice as well as an articulation of how effective each of the supporting activities has been over the past two years.



PART 6

HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☐ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

X No. Describe which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

RSA 170-E:3 Exemptions: Child Endangerment Prohibited. The definitions in RSA 170-E:2, IV shall not apply to the following:

(f) Municipal recreation programs

(g) Any recreation program of the Boy's Club; Girl's Club; Girls, Inc.; YMCA; YWCA; any school or church group.

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
(§98.41(a)(2)&(3))

☐ Yes, and the changes are as follows:

X No



6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

Department of Health and Human Services distributes a brochure to each license-exempt provider at registration when parents inform the Department that care will be given by that license-exempt provider. The brochure, Child Care Health and Safety Information, identifies procedures that are to be followed at the provider's home. This includes providing cribs, mats or beds for each child, keeping each child's bedding clean, maintaining good toileting practices and the importance of receiving immunization and medical consent forms and record, providing for emergency medical care, maintaining first aid equipment and reporting communicable diseases to the Office of Community and Public Health, Division of Epidemiology and Vital Statistics.

- Building and physical premises safety

The Child Care Health and Safety Information brochure identifies procedures to be followed, such as the kitchen should have a fire extinguisher, and that the inside and outside environments should be safe, keeping hazardous materials out of children's reach and covering electric outlets.

- Health and safety training

Water Safety Training Procedures were added in 1999. Training sessions are advertised through periodic newsletters disseminated by regional resource and referral agencies.

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☒ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
☐ No. Answer 6.2.2 and 6.2.3.



6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes, and the changes are as follows:

X No

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

X No. Answer 6.3.2 and 6.3.3.

RSA 170-E:3 Exemptions: Child Endangerment Prohibited. The definitions in RSA 170-E:2, IV shall not apply to the following:

(c) Private homes in which any number of the provider's own children, whether related biologically or through adoption, and up to 3 additional children are



cared for regularly for any part of the day, but less than 24 hours, unless the caregiver elects to comply with the provisions of this chapter and be licensed.

- 6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes, and the changes are as follows:

X No

- 6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

Department of Health and Human Services distributes a brochure to each license-exempt provider at registration when parents inform the Department that care will be given by that license-exempt provider. The brochure, Child Care Health and Safety Information, identifies procedures that are to be followed at the provider's home. This includes providing cribs, mats or beds for each child, keeping each child's bedding clean, maintaining good toileting practices and the importance of receiving immunization and medical consent forms and record, providing for emergency medical care, maintaining first aid equipment and reporting communicable diseases to the Office of Community and Public Health, Division of Epidemiology and Vital Statistics.

- Building and physical premises safety

The Child Care Health and Safety Information brochure identifies procedures to be followed, such as the kitchen should have a fire extinguisher, and that the inside and outside environments should be safe, keeping hazardous materials out of children's reach and covering electric outlets.

- Health and safety training



Water Safety Procedures were added in 1999. Training sessions are advertised through periodic newsletters disseminated by regional resource and referral agencies.

6.4 Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

- ☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.
X No. Answer 6.4.2 and 6.4.3.

Currently the State of NH does not have a law to address this issue.

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes, and the changes are as follows:

X No

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

Department of Health and Human Services distributes a brochure to all license-exempt providers at registration when parents inform the Department that care will be given by a license-exempt provider. The brochure, Child Care Health and Safety Information, identifies procedures that are to be



followed at the provider's home. This includes providing cribs, mats or beds for each child, keeping each child's bedding clean, maintaining good toileting practices and the importance of receiving immunization and medical consent forms and record, providing for emergency medical care, maintaining first aid equipment and reporting communicable diseases to the Office of Community and Public Health, Division of Epidemiology and Vital Statistics.

- Building and physical premises safety

The Child Care Health and Safety Information brochure identifies procedures to be followed, such as the kitchen should have a fire extinguisher, and the inside and outside environments should be safe, keeping hazardous materials out of children's reach and covering electric outlets.

- Health and safety training

The Department of Health and Human Services, through contracts with Health Dimensions, PA and Injury Prevention Center of Dartmouth College, provides training Statewide in the areas of injury prevention and the Infant/child CPR and First Aid training through the National Safety Council. Water Safety Procedures were added in 1999. These training sessions are advertised through periodic newsletters disseminated by regional resource and referral agencies.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))

Indicate the Lead Agency's policy regarding these relative providers:

- X **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements



Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - X Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits:

Only licensed providers are visited. At least one visit during the licensing period shall be unannounced. Licenses are issued for 3 years. License-exempt providers are not visited.
 - ☐ No
- Are child care providers subject to background checks?
 - X Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):
 - All licensed providers
 - License exempt providers who received payment from DHHS in the form of CCDF scholarship are currently being checked statewide.
 - ☐ No
- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
 - ☐ Yes, and the following describes the State's reporting requirements and how such injuries are tracked (if applicable):
 - X No



- Other methods used to ensure that health and safety requirements are effectively enforced:

Center-based providers: Must be licensed by the Office of Program Support, Bureau of Child Care Licensing. Licenses must be renewed every 3 years.

Group-home providers: Must be licensed by the Office of Program Support, Bureau of Child Care Licensing. Licenses must be renewed every 3 years.

Family provider: If they care for more than three children other than their own biological or adopted children they must be licensed by the Office of Program Support, Bureau of Child Care Licensing. Licenses must be renewed every 3 years.

Licensed child care providers found to be in violation of critical rules or laws are issued a Statement of Findings and must submit a written corrective action plan which must include a date by which the violation will be corrected. Critical rules are those, which the Department has determined that non-compliance with those rules has the highest potential to jeopardize the health, safety, or well-being of the children in care. If a provider is found in violation of a non-critical rule, a corrective action plan is not required. However, a non-critical checklist is given to the provider and violations of non-critical rules must be corrected within 30 days. Agencies found to have serious violations during monitoring, licensing, or complaint investigation visits will receive a follow-up visit by a licensing coordinator to assure that the violations have been corrected. The Statement of Findings document is public information and is provided to consumers on request, and is required to be posted

Licensing coordinators respond to complaints of alleged violations of critical rules or laws made against licensed child care agencies within thirty days, and to complaints alleging illegally operating unlicensed child care within fourteen (14) days.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):



-
- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
 - ☐ Children who receive care in their own homes.
 - X Children whose parents object to immunization on religious grounds.
 - X Children whose medical condition contraindicates immunization.



PART 7

HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7.)

7.1 Health and Safety Requirements for Center-Based Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.2 Health and Safety Requirements for Group Home Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety



-
- Health and safety training

7.3 Health and Safety Requirements for Family Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.4 Health and Safety Requirements for In-Home Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety



- Health and safety training

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

- ☐ Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits:
- ☐ No

Are child care providers subject to background checks?

- ☐ Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):



☐ No

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☐ Yes, and the following describes the Territory's reporting requirements and how such injuries are tracked (if applicable):

☐ No

Other methods used to ensure that health and safety requirements are effectively enforced:

7.7 Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 106-554)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) – Employed, actively seeking employment or participating in training or education which is preparatory to employment.
- *in loco parentis* – A person who is acting in place of the parent such as a guardian, aunt, uncle, grandparent who provides care with whom the child lives. This responsibility need not be ordered by the court.
- *job training and educational program* – A degree or certification program in an area of specialization leading to employment.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) – Limits the ability to care for themselves, as they would cause harm to themselves or others without supervision.
- *protective services* – Protective Child Care is a service provided to families to relieve parents of the stress of continuous child care and to give parents the opportunity to correct their abusive or neglectful behavior. Child Care is authorized by a DCYF social worker after an investigation has determined a child has been abused or neglected and a NH District Court has issued a court order substantiating the need for Child Care.
- *residing with* – The parent in the same household, except for temporary absences while remaining financially supported by the parent.
- *special needs child* - Means a child, birth through age 17, with a diagnosed physical or mental condition, which has a high probability of resulting in a developmental delay. A developmental delay is exhibited by atypical behaviors in one or more of the following areas: Physical Development; including vision and/or hearing; Cognitive Development; Communication Development; Social or Emotional Development; or Adaptive Development.
- *very low income* – 100% of poverty level or lower.
- *working* (include minimum hours if applicable) – Means a legal employment during the hours of child care verifiable through employers, contractors, and/or customers with documentable earnings.
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

NH Department of Health and Human Services child care is available to families with children who are defined at risk due to health, safety or supervision issues. Services are provided to avoid family breakdown

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and to prevent incidences of abuse and neglect and out-of -home placements. Included in this category are families with children who are alleged to have been abused or neglected; and those with children who are subjects of founded reports of mild to moderate incidents of abuse/neglect. Services will also be provided to children whose families need respite care and are eligible for Block Grant Funds. Services are authorized by DCYF social workers.

APPENDIX 3

**NH CHILD CARE AND DEVELOPMENT FUND PLAN
10/01/05 – 9/30/07
PUBLIC INPUT INTO THE PLANNING PROCESS
FALL 2004**

The Child Development Bureau in the Division for Children, Youth and Families at the Department of Health and Human Services is seeking public input in advance of writing its biennial plan to be submitted to the Federal Government by June 20, 2005 for the utilization of the Child Care and Development Fund (CCDF). This Plan describes how the state intends to use over \$27 Million in state and federal child care grants. At this time CCDF has not been reauthorized, leaving the exact amount to be determined. Over 90% of the funds must be used to create child care scholarships (reimbursement) for families living at or below 190% of the federal poverty level. Additionally, 5% of the funds are used for administration, and the federal government currently requires that at least 4% of the funds be spent to improve the quality of child care in New Hampshire. The Bureau is seeking community input on the following questions:

- 1. What specific information or topics would you like to see in the Child Care Parent/Provider Handbook?**
- 2. What early childhood education issues would you like the next phase of training offered to New Hampshire's early childhood workforce to address?**
- 3. What suggestions, corrections or additions do you have to improve the New Hampshire Early Childhood Professional Development System or the next edition of the *Guide to Early Childhood Careers*?**
- 4. Have you seen any great presenters whom we should invite to NH?**
- 5. For our budget planning, are you thinking about Accreditation with the next two years?**
- 6. Are you interested in web billing for child care?**

Of course we are always interested in any additional ideas, which could be implemented statewide with the limited CCDF funds available.

Please mail your written input on the attached sheets by December 1, 2004 to:

Dr. Margaret Leitch Copeland, Administrator
Child Development Bureau/DCYF
129 Pleasant Street, Concord NH 03301
or email to mleitchc@dhhs.state.nh.us

- 1. The Child Development Bureau is in the process of developing a detailed handbook for parents and providers that will include topics such as, billing and payment procedures, enrollment information, R&R numbers, District Office locations and frequently asked questions. What specific information or topics would you like to see in the Child Care Parent/Provider Handbook?**

- 2. The Child Development Bureau is committed to providing training to New Hampshire's early childhood workforce for the purpose of increasing the quality of early care and education across the state. In order to serve the early childhood workforce, trainings that the CDB provides must address early childhood issues that currently affect child care providers in the State of NH. Training topics will focus on issues that will enhance practice and offer ongoing professional development in areas appropriate to New Hampshire's early childhood community. What early childhood education issues would you like the next phase of training offered to New Hampshire's early childhood workforce to address?**

- 3. The 2nd Edition of *New Hampshire Early Childhood Professional Development System Guide to Early Childhood Careers* will expire on September 30, 2005. What suggestions, corrections or additions do you have to improve the system or the book itself? [examples might be: is a name is mis-spelled; is there a need for more technical assistance in filling out credential applications; has there been a change in personnel in an agency; is there a mistake of some kind; is there need for college level training in central Grafton County; is there a need to re-name Child Care Basics; is there a need for doctoral program for early childhood educators] Please let us know how we can improve the next edition!**

4. The Child Development Bureau is often involved in planning, facilitating or advising on training throughout the state. We are always on the lookout for presenters. Have you seen any great presenters whom we should invite to NH? (Include Name and Topic)

5. In our 2003-2004 CCDF plan, we introduced the Bureau's plans to facilitate nationally recognized Accreditation through financially supporting some of the fees associated with this voluntary process. In order to plan for the next budgeting period, we would like to know if your program is considering applying or re-applying for any of the Accreditations listed below.

National Association for the Education of Young Children: <http://www.naeyc.org/>

National Association for Family Child Care: <http://www.nafcc.org/>

National After School Association: <http://www.naaweb.org/>

For our budget planning, are you thinking about Accreditation with the next two years?

- ☐ I am planning on NAEYC re-accreditation
- ☐ I am planning on applying for NAEYC accreditation for the first time
- ☐ I am planning on re-accreditation with the NFCCA
- ☐ I am planning on applying for accreditation with the NFCCA for the first time
- ☐ I am planning on applying for National After School Association Accreditation

If yes, please provide Program Name _____ and # of children in program _____.

6. We have begun work on a project that will make it possible for child care providers to submit their bills to the Department via the Internet. The web billing application is scheduled to come online in the Spring of 2005.

When this occurs these are the things you will need:

- Reasonably new PC (new in the last couple of years)
- Internet access
- Microsoft Internet Explorer - Version 5.5 or above
- Email access If you don't have email, there are many email accounts available at no cost. Some of those accounts include Hotmail.com, Yahoo.com, Comcast.net

Are you interested in web billing for child care?

If you would like to be notified of training please provide

Name _____ and email address _____.

Appendix 4

CCDF Plan Hearings

The Child Development Bureau in the Division for Children, Youth and Families at the Department of Health and Human Services is holding a series of public hearings to seek public input on its draft biennial Child Care and Development Fund (CCDF) Plan, to be submitted to the Federal Government by June 30, 2005. This Plan explicates the utilization of over \$26 Million in state and federal child care funds.

City/ District Office	Where	When	Time
Conway	North Conway Grand Settler's Green	4/02/05	10:00 AM & 1:00 PM
Portsmouth	Portsmouth Community Campus 100 Campus Road	4/15/05	2:00 PM
Colebrook	First Step Day Care 68 Parsons Street	4/11/05	9:00 AM
Littleton	NHEP Office 646 Union Street, Suite 100	4/12/05	12:00 AM
Berlin	Berlin Community Technical College 2020 Riverside Drive, Rm. 147	4/13/05	1:00 PM 6:30 PM
Claremont	Sugar River Valley Technical Center 11 South Street	4/14/05	6:00 PM
Concord	NHTI Child & Family Development Center 26 College Drive	4/18/05	5:30 PM
Manchester	Easter Seals 555 Auburn Street	4/19/05	6:00 PM
Rochester	Frisbie Education Center 11 Whitehall Road	4/20/05	5:00 PM
Hillsboro	SNHS Child Development Center 21 School Street	4/20/05	6:30 PM
Laconia	Lakes Region Community Services Council 67 Communications Drive	4/21/05	9:00 AM
Nashua	Nashua Public Library 2 Court Street	4/25/05	6:00 PM
Keene	NHCTC Keene Campus 301 Winchester Street	4/27/05	5:30 PM

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Appendix 5

7/01/05

**CHILD CARE
Effective July 1, 2005**

Income Eligibility Levels and Maximum Payment Rates

Gross Income Limits			Reimbursement Rates		
Family Size	Monthly	Annually	Child Under Age 3		Child Age 3 or over
Step 1 - TANF Financial Assistance Recipients Only			Non-Contract/License Exempt		
			\$3.30	hour	\$2.60
			\$21.40	day	\$17.35
			Non-Contract/Licensed		
			\$3.90	hour	\$3.60
			\$25.25	day	\$23.40
			Contracts		
			\$4.70	hour	\$4.00
			\$30.35	day	\$25.60
Step 2 - 140% of Poverty Level			Non-Contract/License-Exempt		
2	\$1,497.00	\$17,964.00	\$2.60	hour	\$2.15
3	\$1,878.00	\$22,536.00	\$17.30	day	\$14.20
4	\$2,258.00	\$27,096.00	Non Contract/Licensed		
5	\$2,638.00	\$31,656.00	\$3.25	hour	\$2.50
6	\$3,019.00	\$36,228.00	\$21.05	day	\$16.20
7	\$3,399.00	\$40,788.00	Contract		
8	\$3,779.00	\$45,348.00	\$3.90	hour	\$2.80
For each additional person add	\$381.00	\$4,572.00	\$25.25	day	\$18.30
Step 3 - 190% of Poverty Level			The following rates are for Step 3 families with one or two children receiving child care assistance.		
2	\$2,032.00	\$24,384.00	Non Contract/License-Exempt		
3	\$2,548.00	\$30,576.00	\$2.15	hour	\$1.70
4	\$3,064.00	\$36,768.00	\$14.20	day	\$10.70
5	\$3,580.00	\$42,960.00	Non Contract/Licensed		
6	\$4,097.00	\$49,164.00	\$2.60	hour	\$2.00
7	\$4,613.00	\$55,356.00	\$17.10	day	\$12.75
8	\$5,129.00	\$61,548.00	Contract		
For each additional person add	\$517.00	\$6,204.00	\$3.05	hour	\$2.30
			\$19.85	day	\$14.80
			The following rates are for Step 3 families with three or more children receiving child care assistance.		

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Notes: The parent is required to make a \$.25 per week co-payment for Step 2 and a \$.50 per week co-payment for Step 3, per child.

The Division pays up to the maximum rate (not to exceed the actual costs).

A child in attendance for 1 to 6 hours per day is reimbursed at the hourly rate.

A child in attendance for more than 6 hours per day is reimbursed at the daily rate.

*Providers caring for children with disabilities can be reimbursed an additional \$4.00 per day.

Non Contract/License-Exempt

\$2.50	hour	\$2.05
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\$16.35	day	\$13.00
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1 Non-Contract/Licensed

\$3.05	hour	\$2.30
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\$19.85	day	\$14.80
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Contract

\$3.50	hour	\$2.60
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\$23.10	day	\$17.10
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Appendix 6

Market Rate Survey Report is available at
<http://www.dhhs.state.nh.us/DHHS/CDB/LIBRARY/default.htm>

APPENDIX 7

Brief Summary of Oral and Written Comments from the Plan Hearing Process

Oral testimony that was audio taped at the 15 CCDF Plan Hearings around New Hampshire and transcribed, as well as written comments that were submitted are summarized below. Participants articulated:

- Need for rate increases and salary increases for early childhood professionals
- Broad support for college scholarships for early childhood professionals
- Support for graduate education in early childhood education in New Hampshire
- Appreciation from parents for their children's CCDF scholarships
- Excitement about web-billing and support for the development of electronic fund transfer for child care payments
- Valued work on Early Learning Guidelines; looked forward to using the publication
- Support for child care quality rating system
- Usefulness of the Market Rate Survey
- Noticing advancement of all levels of education for providers; views community as benefiting
- Broad support in the North Country and Sullivan County for the School Age Child Care RFP
- Enthusiasm about the Day of Renewal for seasoned providers of care for 3-5 year olds
- Need for classroom team leadership training
- Encouragement for expansion of the Quality Matters project statewide
- Appreciation of accreditation incentive changes
- Recognition of need to update *Guide to Early Childhood Professional Development* every two years to keep current
- Increase of professional recognition through credentialing
- Praise for the Infant/Toddler seminar and grants
- Concern that early childhood professionals need scholarships for liberal arts courses to complete their degrees
- Positive response to the change for CCDF scholarship eligibility re-determination from District Office visit to a paper/mail-in process on the 6 month renewal
- Support for the inclusion contract with PTAN; helpful with children with challenging behaviors
- Pride in being part of the early childhood system in New Hampshire
- Appreciation for the CDB staff assistance with CCDF scholarship billing and payment issues
- Need to increase training for license-exempt providers
- Strong general support for the plan

APPENDIX 8

By clicking on the slide below, the reader can see the entire presentation by further clicking on the icon which will emerge on the bottom left corner of the slides.



NEW HAMPSHIRE EARLY LEARNING GUIDELINES